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Classroom assessments to examine students' awareness of their attitudes, values, and reaction as learners to instruction

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Classroom Assessment Techniques (CAT)

- Techniques for Assessing Course-Related Knowledge & Skills
- Techniques for Assessing Learner Attitudes, Values, and Self-Awareness
- Techniques for Assessing Learner Reactions to Instruction

Rationale

- Students' **involvement in their own learning** is a critical factor to overall student success.
- Variety of classroom assessments that allow students to understand their own, as well as peers' opinions on **ethical dilemmas**, and examine their intuitive learning processes.
- Students also learn to distinguish between the **different approaches that other learners** (i.e., their peers) use to communicate in front of an audience.
- Also assess students' **reaction to instruction** specifically in a classroom setting that involves the use of technology.

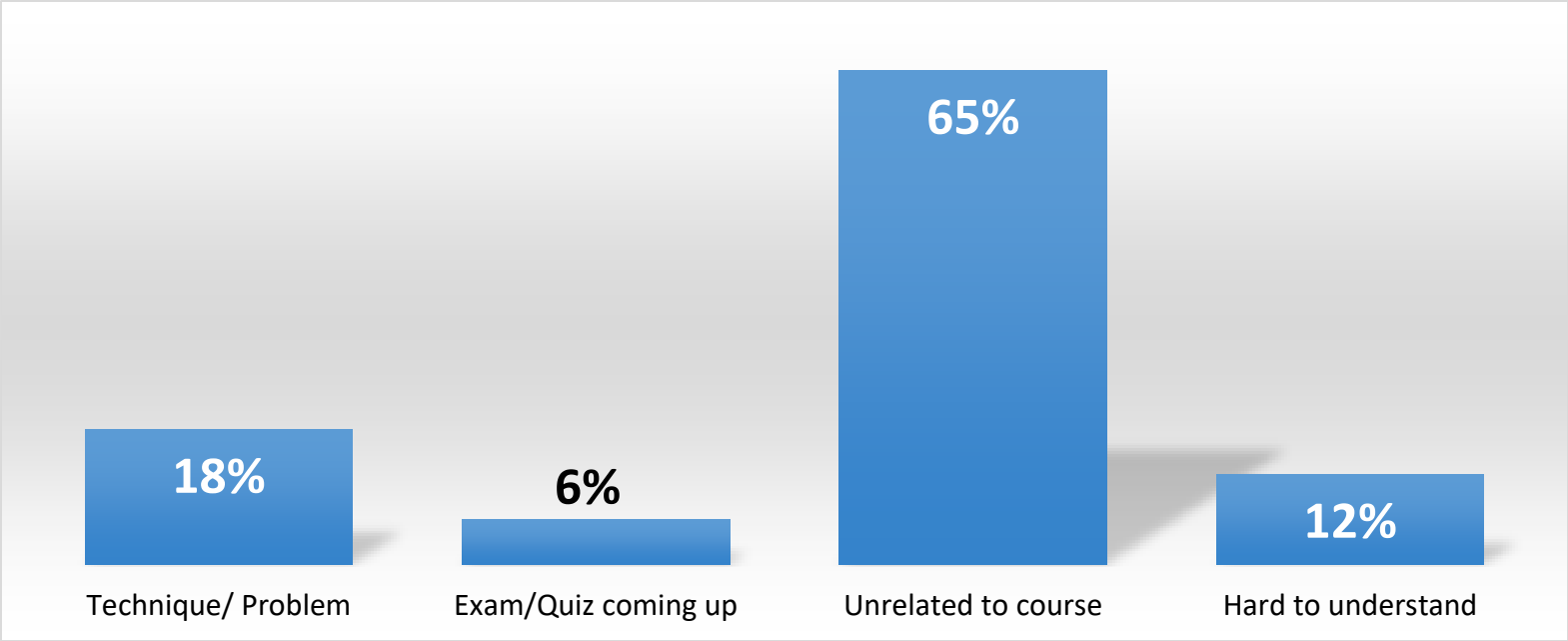
Focus areas

- ***Techniques for assessing learner's reaction to instruction***
  - ✓Chain Notes
- ***Techniques for assessing learner attitudes, values, and self-awareness***
  - ✓Self-assessment of ways of learning
  - ✓Classroom opinion polls
  - ✓Everyday ethical dilemmas
  - ✓Process analysis (assessing course-related learning and study skills, strategies, and behaviors)

Techniques for assessing learner's reaction to instruction: Chain Notes

UT Martin Adv. Farm and Ranch Mgt course (Linear programming in excel)

Anonymously write (with honesty and accuracy!) what they were thinking/doing exactly at the point when the envelope reached them.



Aim: To elicit a very limited amount of written feedback from each student about what they noticed regarding the teaching learning occurring at a given moment during the class session. When the chain-note reaches the student it prompts them to self-assess their attention for a moment, and possibly help them gain control over that behavior.

Self-assessment: learning ways

At some point in your program, you will take a speech class or a course that requires you to present a project in front of an audience.

Here is a description of three speaker types:

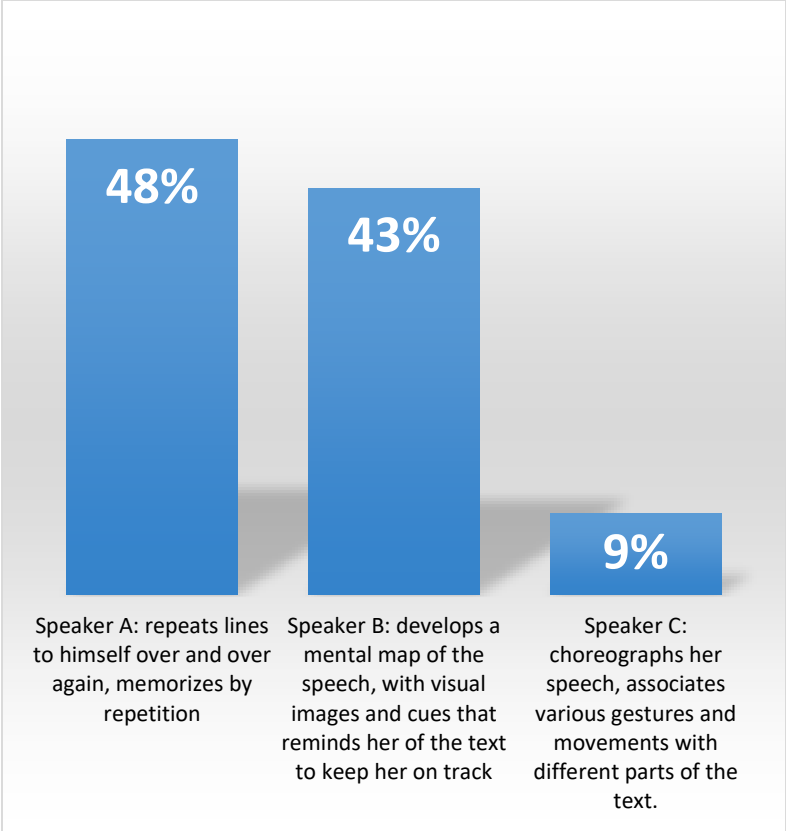
- **Speaker A:** repeats lines to himself over and over again, memorizes by repetition
- **Speaker B:** develops a mental map of the speech, with visual images and cues that reminds her of the text to keep her on track
- **Speaker C:** choreographs her speech, associates various gestures and movements with different parts of the text.

Aim: To help students understand that different people have different approaches to learning oral presentations/dialogue, and possibly learn from some of the approaches to improve their own.

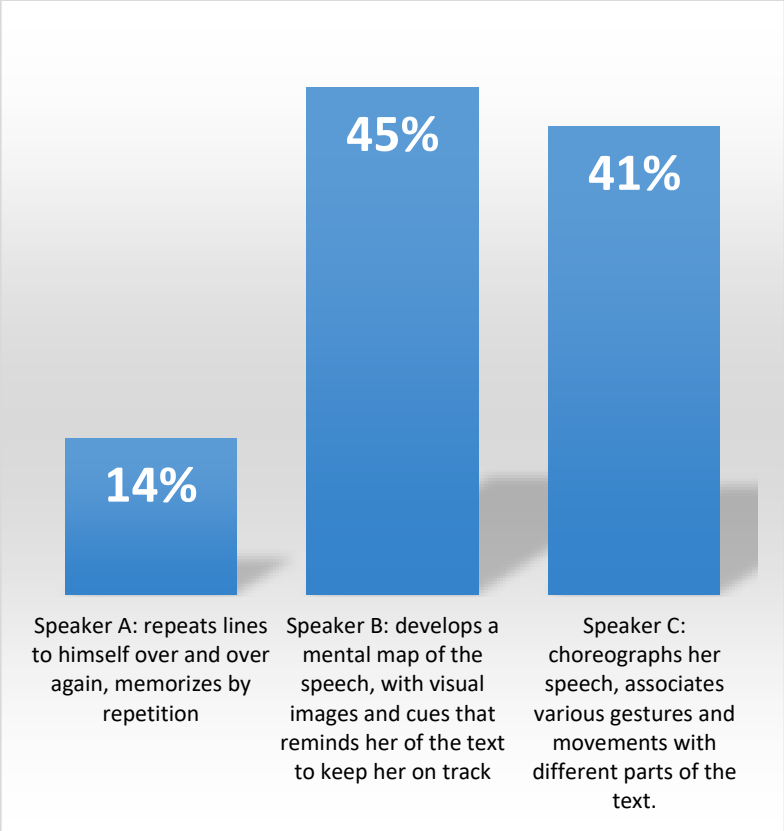
Self-assessment: learning ways

(UT Martin Agribusiness courses with a presentation component)

Which one of these speakers resembles you?



Which one of the other two speakers has a way of learning the presentation speech that you'd like to be able to use as well?



Self-assessment: learning ways

(Angelo State Ag Marketing courses with a presentation component)

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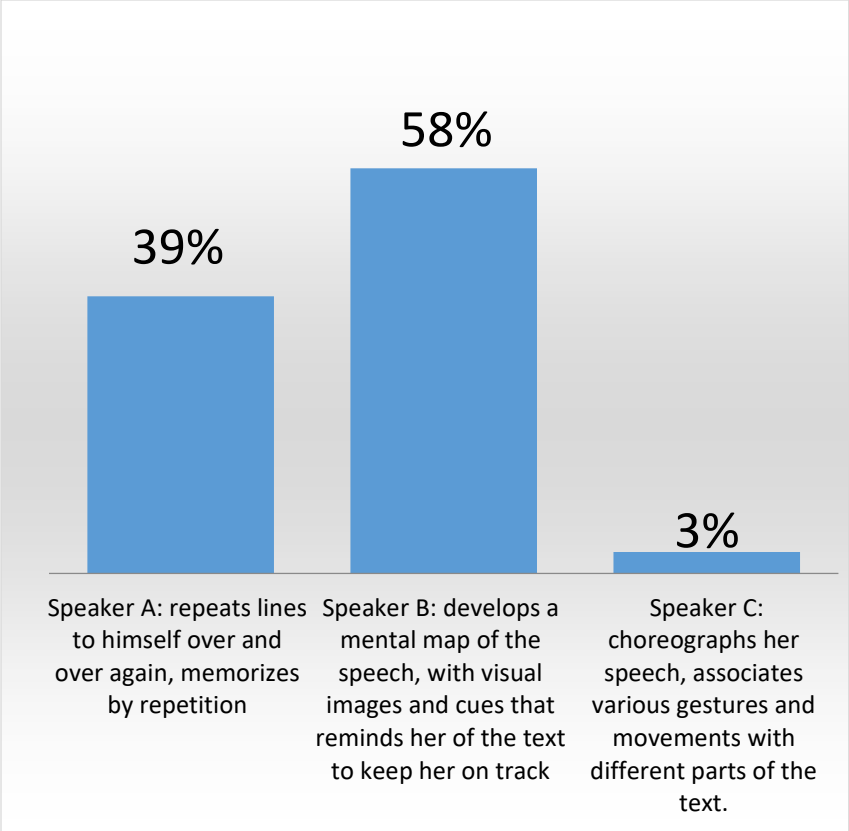

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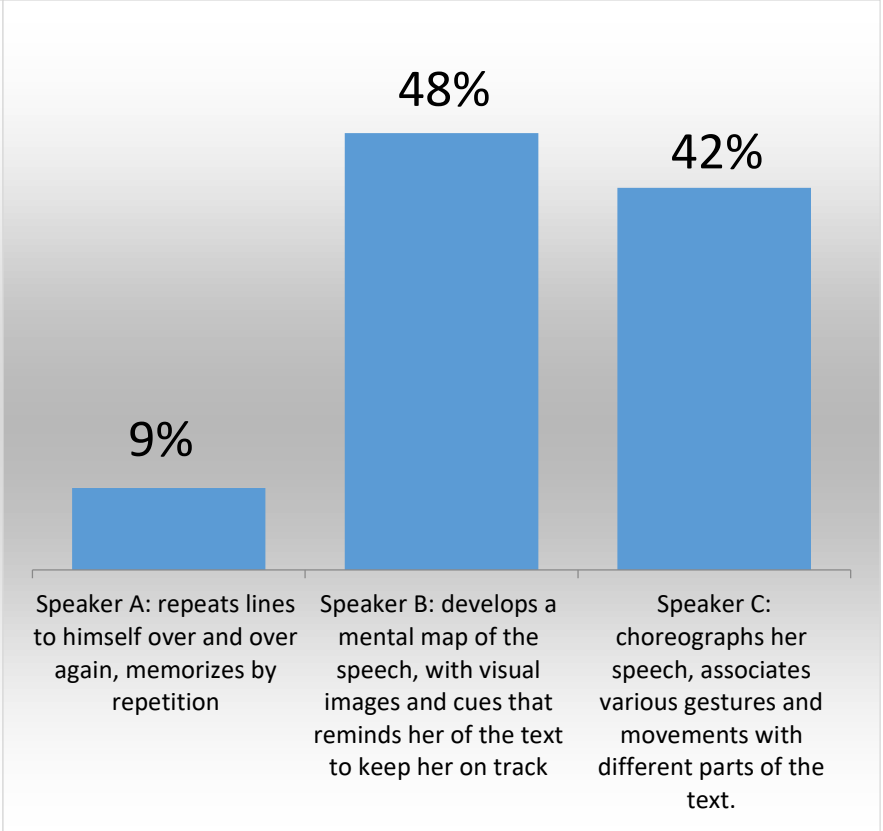


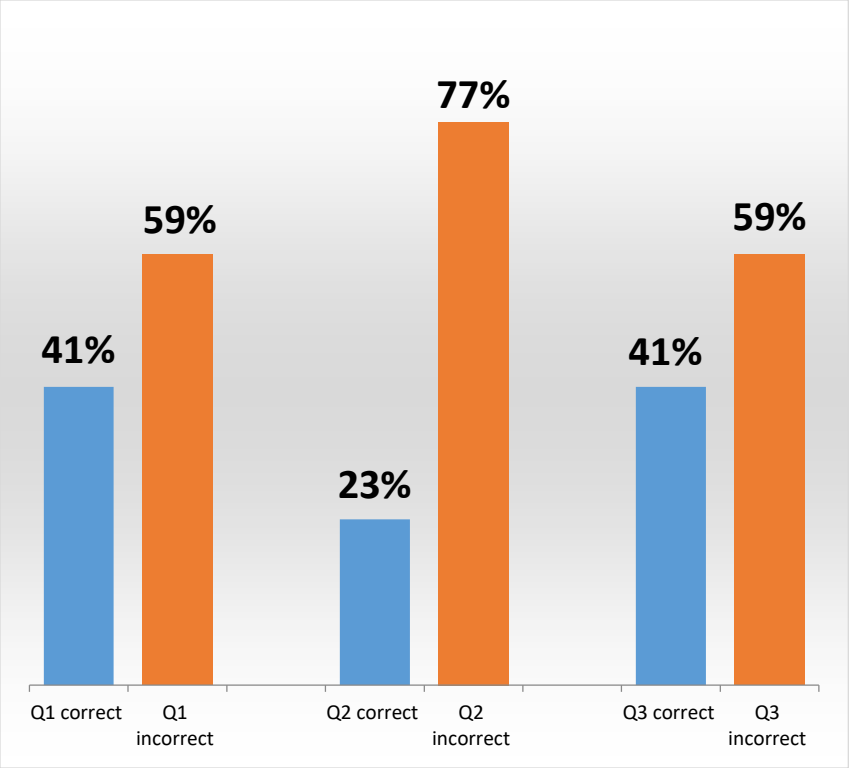
Classroom Opinion Polls

- Three question were asked to assess students' awareness about the LEVEL OF COMPETITION in the market:
- Porter's Five Forces Model was taught in class to asses the Level of competition in the market.
- Student had to choose one among ten options to identify which factor determines the level of competition in the market.

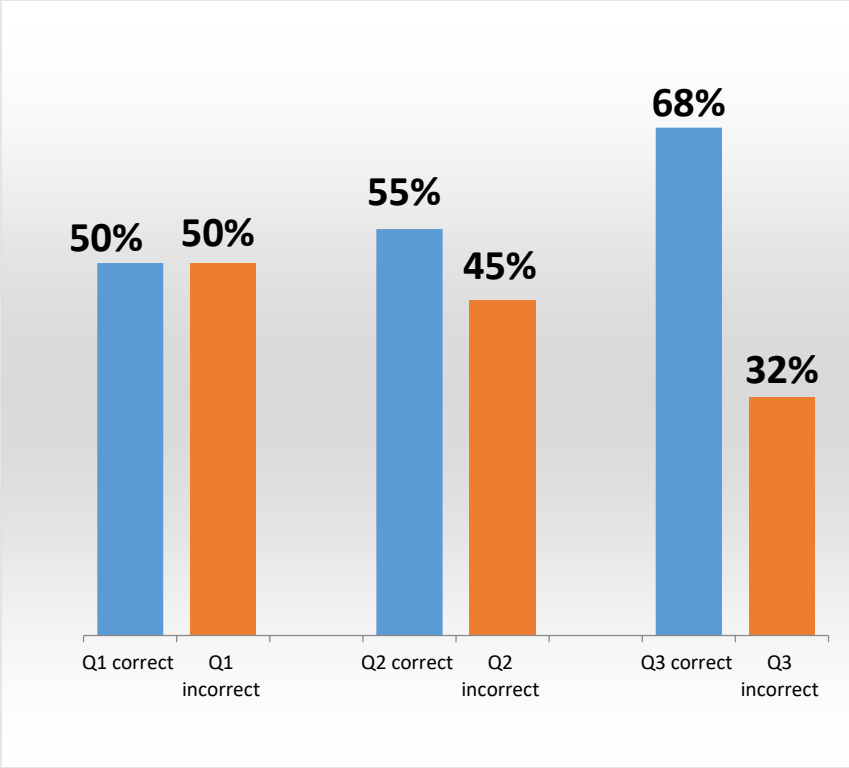
Aim: Help faculty discover student opinions about course-related issues; helps students understand their own opinions about issues, compare their opinions with those of their classmates, and to test their opinions against evidence and expert opinion.

Classroom Opinion Polls

Just after Class Start



Just Before Class End



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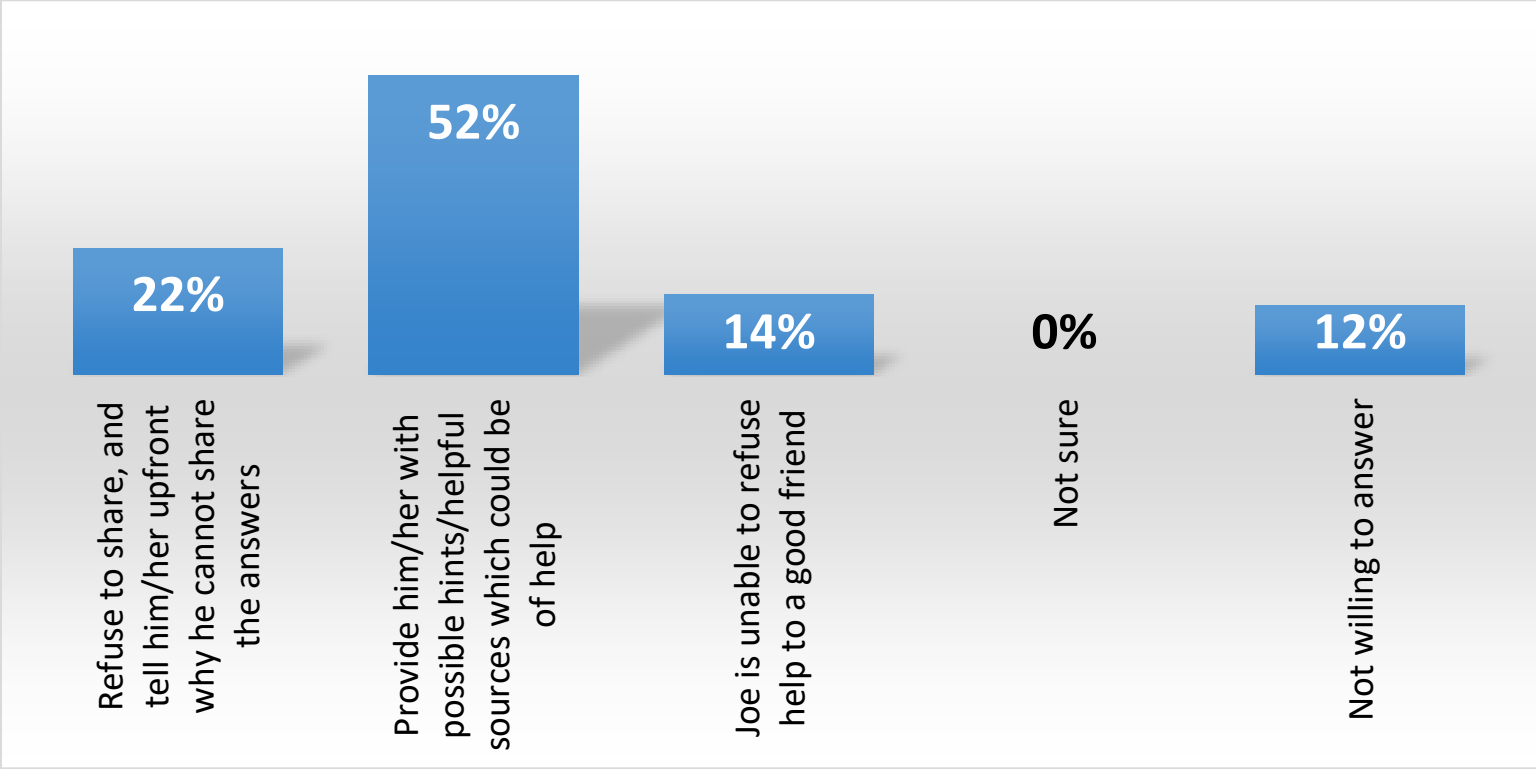
Everyday ethical dilemmas

(UT Martin Agribusiness courses results)

A friend asks Joe to share his answers with him/her on a take-home exam (to be strictly completed individually per the instructions), what should Joe do?



Aim: Help students learn more about their ethical values by responding to issues, and their peers' values. Faculty get honest reactions and information on what students' values are and how they apply them, at least hypothetically to realistic dilemmas.

Everyday ethical dilemmas

(Angelo State Ag Marketing courses results)

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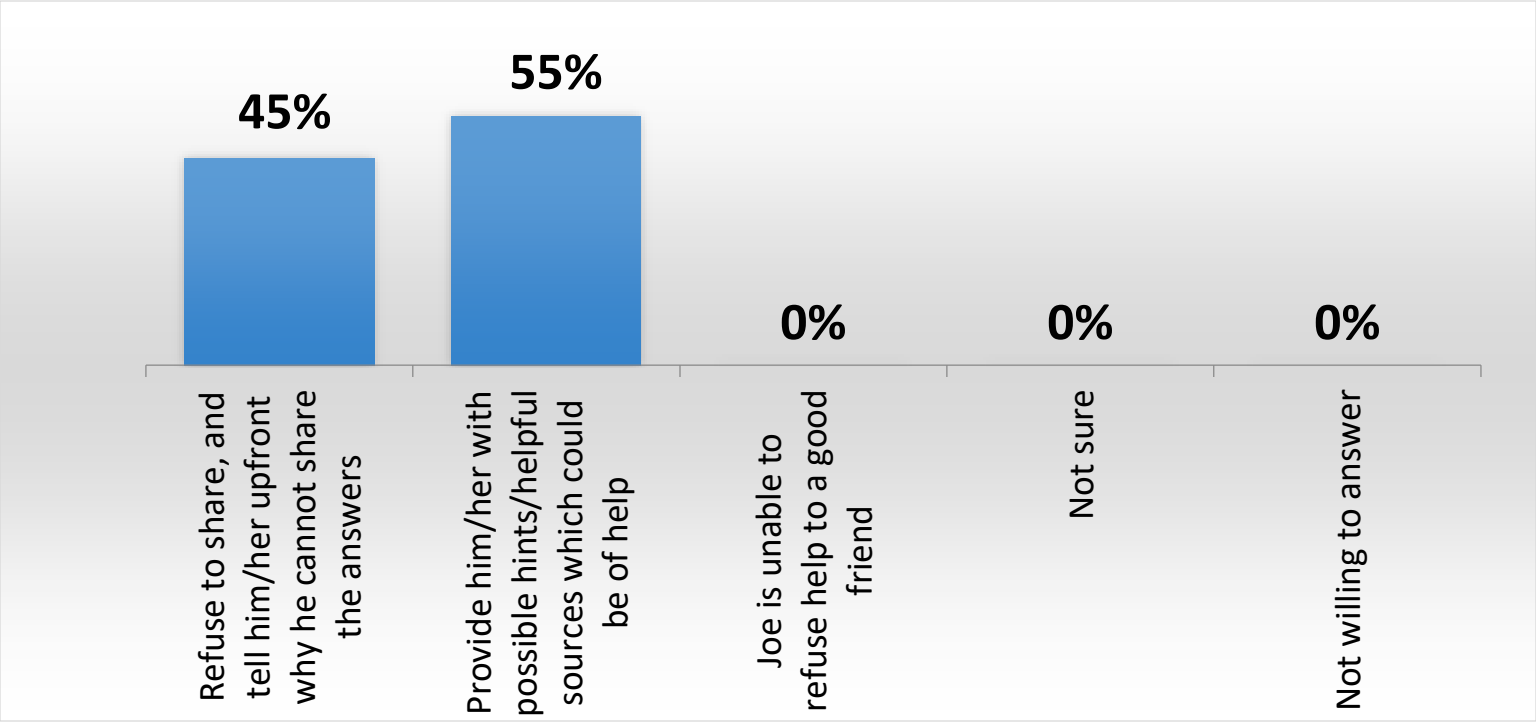

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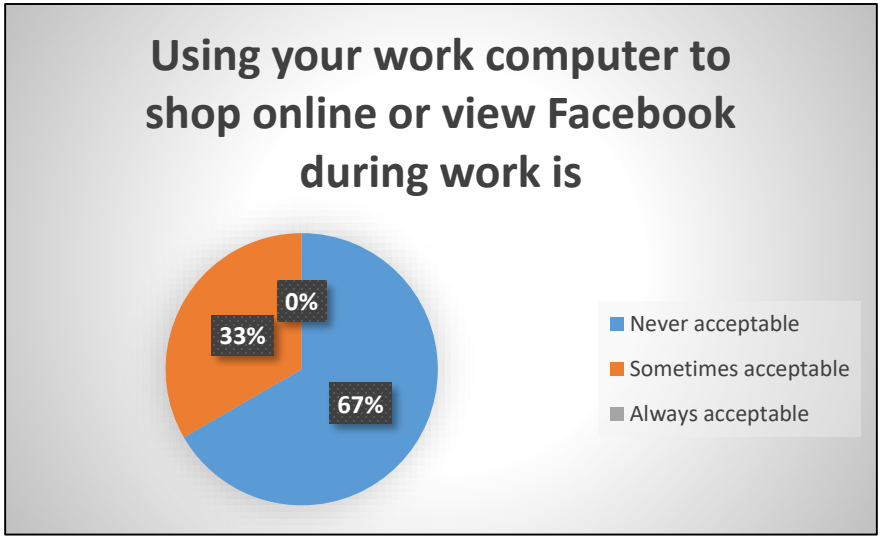
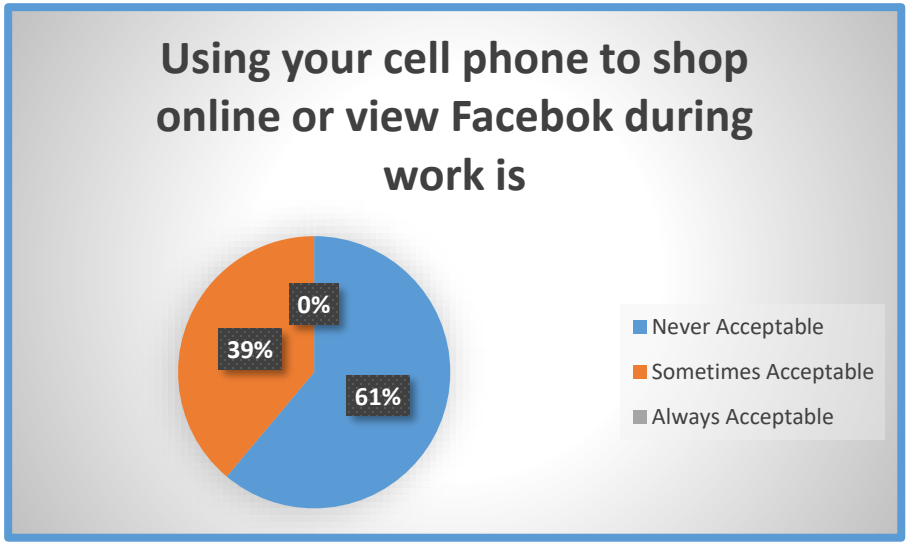
Everyday ethical dilemmas

(UT Martin Agribusiness courses results)

- Do students see an ethical problem with using company resources for personal use?
- Personal resources versus company resources.



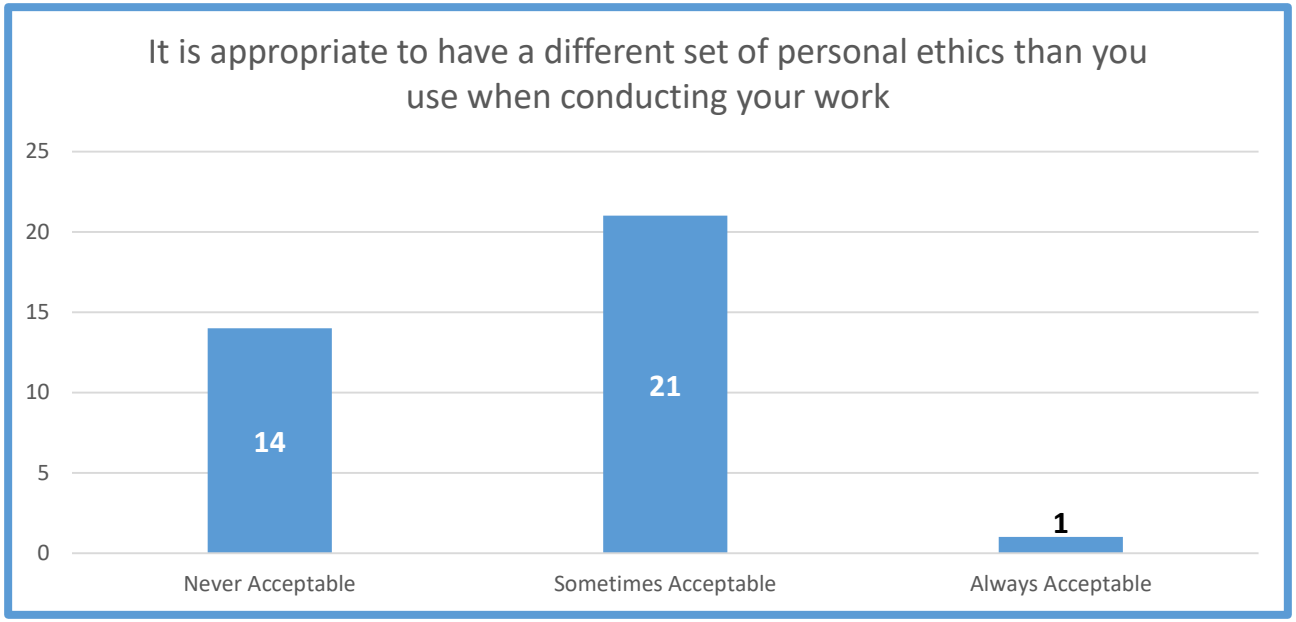


Aim: Help students learn more about their ethical values by responding to issues faced in a workplace. Faculty get honest reactions and information on what students' values are and how they apply them, at least hypothetically to realistic dilemmas.

Everyday ethical dilemmas

(UT Martin Agribusiness courses results)

- Classroom exercise from Ethics 101: What Every Leader Needs to Know, John Maxwell



Aim: Broadening student understanding of ethical decision making before covering the Maxwell material in class.

Interesting note: *97% of all students responded that treating others the way you want to be treated is always acceptable/preferred.*

Entrepreneur Writing Brief

(UT Martin Agribusiness courses results)

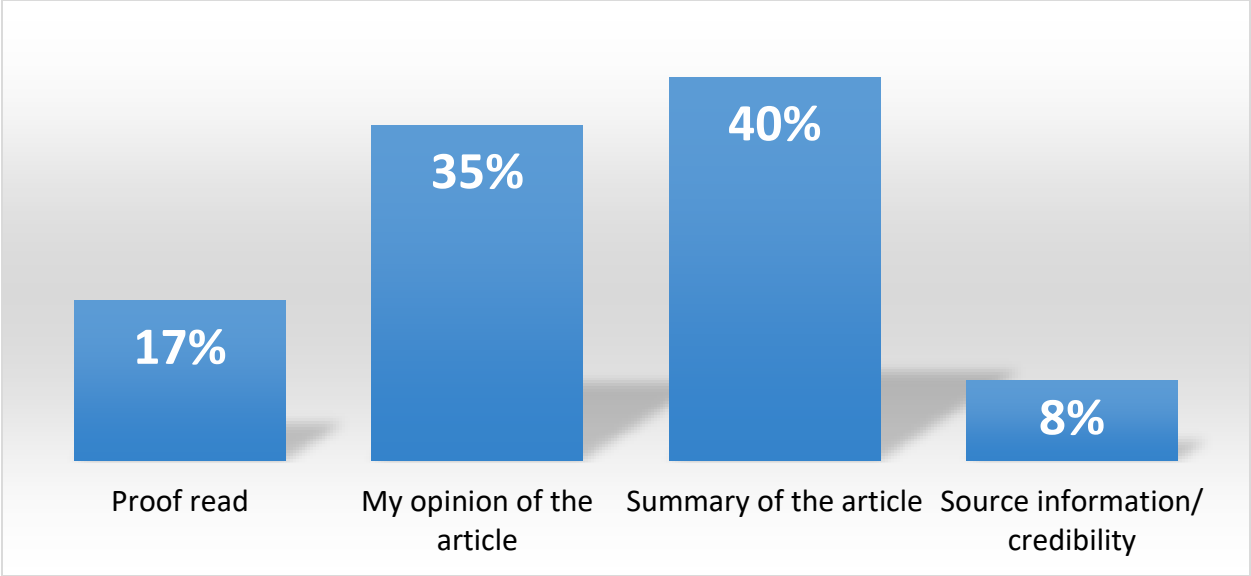
- What do students see as admirable about an entrepreneur or strategic management pioneer.
- Most common traits cited by students:
  - Integrity
  - Hard working/determined
  - Giving
- Technical skills were less valued/admired by students.
- Success was viewed as directly related to individual effort.

Aim: Broadening student understanding of good leadership and management skills needed for success. ***Interesting note:*** *25% of the students selected a small business owner as their admirable entrepreneur.*

Process analysis

(UT Martin Agribusiness courses with an article review component)

Review an assigned article in Ag marketing class/ Ag policy class. After you complete the review outline the various steps that you undertook in the *process* of reviewing this article (List 5 steps at maximum).



Aim: To provide both students and teachers explicit, detailed information of the process that students use to carry out a respective assignment, and help pinpoint problems in their method of working and eventually improve them.

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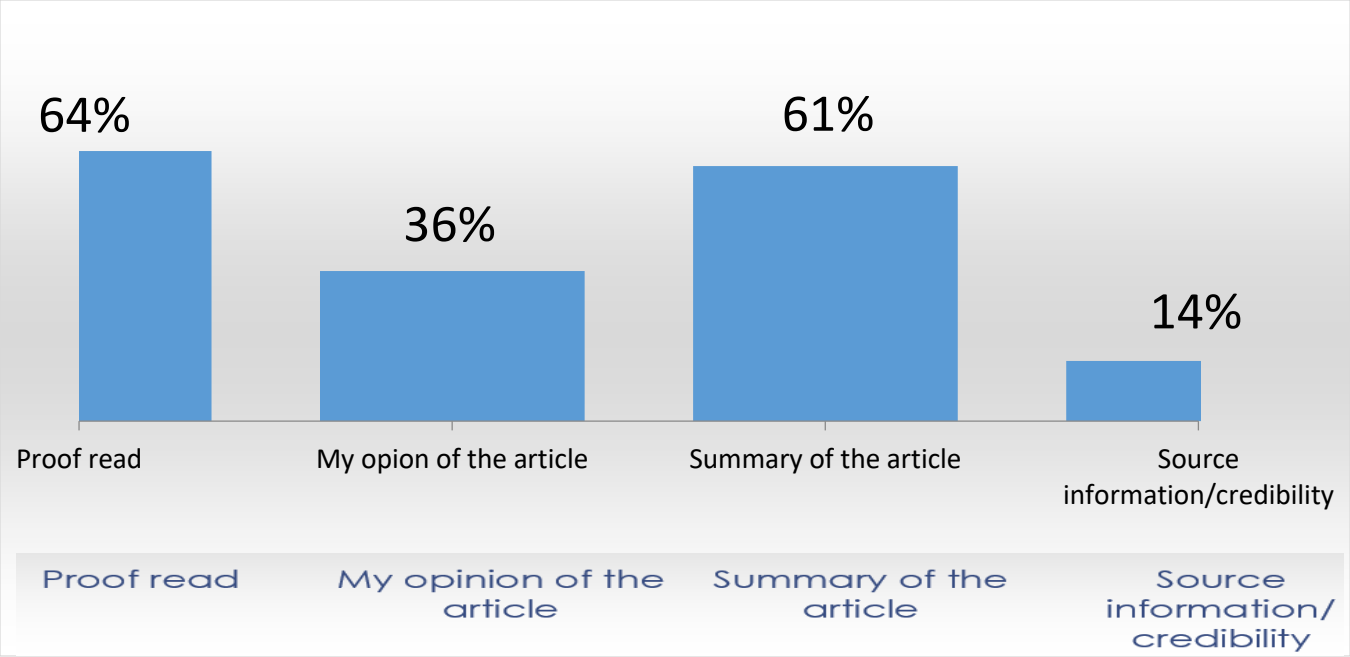

Aim: To provide both students and teachers explicit, detailed information of the process that students use to carry out a respective assignment, and help pinpoint problems in their method of working and eventually improve them.

Conclusions

- Student feedback provides useful information to the instructor to understand and thus assist students in evaluating and improving their own learning processes.
- Students become cognitively aware of the classroom environment they operate in, eventually facilitating a higher level of learning.
- Helpful for review of curriculum content and exit exams in various higher education programs.

Thank you!